THE COMMONWEALTH OF MASSACHUSETTS

State Normal School Fitchburg

1930

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BUILDINGS AND GROUNDS

THE DEPARTMENT OF EDUCATION

Payson Smith, Commissioner of Education
Frank W. Wright, Director, Division of Elementary and Secondary Education and Normal Schools
George H. Varney, Business Agent
Arthur B. Lord, Supervisor of Office Organization

FACULTY

Charles M. Herlihy, Principal

Elementary and Junior High School Department

Preston Smith	Science
Elizabeth D. Perry	Music
Matilda B. Doland	Arithmetic
Sarah E. Lamprey	Handwork and Drawing
Katherine M. McCarty	Reading and Language
Florence D. Conlon	Handwork and Drawing
Arthur C. Harrington	History and Civics
John L. Randall	Nature Study and Gardening
Susan M. Williams	English
Cora M. Hassell	Librarian, Library Instructor
Marion L. Webster	Geography
*Mary T. McDermott	Physical Training
Frank A. Crosier	Physical Training
Ralph F. Weston	Mathematics and Related Work
Gertrude E. Bradt	Dean of Women, Ethics
Harry F. Percival	Psychology and Pedagogy
Hattie L. Hawley	Psychology and History
Josephine Bolger, Substitute	Physical Training

Practical Arts Department

Willis B. Anthony	Director
Charles E. Akeley	Woodfinishing and Glazing
Frank S. Livermore	Printing
C. Blair MacLean	Mechanical Drawing
Lawrence E. Landall	Woodworking
Arthur E. Purinton	Metal Work

Schools for Observation and Practice

Clinton E. Carpenter	Director
Emma J. Southwick	Asst. Supervisor Music
Marie C. Folcarelli	Asst. Drawing and Handwork
Mabel L. Rueger	Asst. Supervisor Physical Training

JUNIOR HIGH SCHOOL

Mary McConnell, Principal
*Marion E. Rowley, Household Arts
Josephine M. McCarthy, Commercial Subjects
Henry P. Healy, Arithmetic
Anna E. Simmons, Geography
Lina Grammont, French and English
Gertrude M. Cunningham, History
Madeline Z. Wolfe, Substitute, Household Arts

EDGERLY SCHOOL — First Six Grades

Louise Wingate, Principal
Elma M. Johnson, Supervisor
Maude L. Craig, Supervisor
Rachel S. Bruce, Supervisor

DAY STREET SCHOOL — First Six Grades

Marion F. Anthony, Principal
Katherine F. McConnell, Supervisor
Marie M. Gearan, Supervisor
Helen F. Loud, Kindergartner

HIGHLAND AVENUE SCHOOL — First Three Grades

Irene L. Smith, Principal

Administration

Maud A. Goodfellow, Chief Clerk
Helen M. O'Horo, Senior Clerk
Rauha Wayrynen, Junior Clerk
Lewis Fish, M.D., Medical Examiner

*Absent on leave

CALENDAR

1929

December 30, Term opens

1930

January 1, New Year's Day
February 21, Term ends
March 3, Term begins
April 18, Good Friday
April 25, Terms ends
May 5, Term begins
May 30, Memorial Day
June 5 and 6, Entrance Examinations
June 16, Graduation
June 25, Schools of Observation and Practice close
July 7, Summer School opens
August 1, Summer School closes
September 2, Schools of Observation and Practice open
September 8 and 9, Entrance Examinations
September 10, Fall Term opens
October 13, Columbus Day
November 11, Armistice Day
November 27, 28, 29, 30, Thanksgiving Recess
December 19, Terms ends
December 29, Term begins

1931

January 1, New Year's Day
February 20, Term ends
March 2, Term begins
April 3, Good Friday
April 20, Patriots' Day
April 24, Terms ends
May 4, Term begins
June 4 and 5, Entrance Examinations
June 15, Graduation

STATE NORMAL SCHOOL

FITCHBURG, MASSACHUSETTS

A State Program of Teacher Training

The State of Massachusetts provides a comprehensive program of professional preparation for teaching in ten Normal Schools. The department of education has established uniform policies governing the administration of these schools for the purpose of insuring the best possible training for the teachers of the children in the public schools.

Since the founding of the first normal school in America at Lexington ninety years ago, Massachusetts has adhered strictly to the principle that such schools shall be conducted solely for teacher training and not for the more general purpose of furnishing higher education of an academic type.

Admission to a normal school is therefore restricted to high school graduates who wish to specialize in the field of teacher preparation. Reasonably high standards of scholarship in secondary school work are required for admission by certificate or examination. In addition, every applicant must pass a physical examination by the school physician and present evidence of possessing those traits of character and personality essential to teaching.

Despite the surplus of normal school graduates in 1929, it is fair to state that school departments in Massachusetts are ready to employ after graduation those young men and women whose records in normal school show that they possess sound habits of study, high moral character, teaching aptitude, and a love for children and school work. The opportunities in this field today were never better for those who possess better than average intelligence and a genuine desire to serve.

Present Salary Schedules for Teachers

The Annual Report of the Department of Education for 1927 contains the most recent data on compensation for teaching in four types of communities ranging from the smaller towns with a population under 5000 up to the larger cities. These figures show that there has been a marked increase in the salaries paid to teachers during the past two decades. A comparison of the present schedule with the compensation earned in similar types of professional work shows that the taxpayers in this State stand ready to recognize the present standards of preparation established in the two- and three-year courses offered at the Fitchburg Normal School.

Normal School and Training Facilities

Fitchburg Normal School has a desirable site, covering several acres of land in a district that is convenient to the center of the city and railroad and bus connections. The location is on high land. The outlook is most attractive, including Mt. Wachusett on one side and Pearl Hill on the other.

The property consists of the main Normal School building, two dormitories, a training school for elementary grades, a Junior High school and Practical Arts building, a modern heating plant, a large athletic field, a greenhouse, vegetable and flower gardens, and a hillside with an excellent variety of trees and shrubbery utilized for nature study. The property has an elevation of 600 feet above sea level and is recognized as a healthy place for this type of school work. The main building contains the administrative offices, class rooms, lecture hall, library, laboratories, locker rooms and rest rooms for commuting students, gymnasium and shower baths.

In addition to the two training schools on the property, the school has the use and direction of two additional elementary and primary school buildings owned by the city in the immediate neighborhood. Six hundred and thirty-one pupils are enrolled in these four training schools. A kindergarten is conducted in the D. M. Dillon School. These excellent training school facilities constitute undoubtedly one of the most desirable and helpful features of this school's work.

Health and Recreation

Provision is made for the physical welfare of students through organized sports and games, including gymnasium work, basket-ball, tennis, hikes, field hockey, skiing, swimming, and health clubs. The water sports are at a lake some distance away but easily reached by trolley.

The health of students is carefully guarded both by physical training with its attendant instruction in hygiene, and by the presence of a trained nurse who serves as matron of one of the dormitories. A suite of several beds is reserved as an infirmary, where upon occasion students in need of quiet surroundings or especial care, or who may have been exposed to any contagion, may be isolated. The nurse is also at the service of students who consult her about minor ailments, and is prompt to call a physician when symptoms are such as to require medical treatment. She also co-operates with the instructor of hygiene and physical education, supplements the school physician in guarding the welfare of the children of the training school, and assists the practice teachers in watching the children's physical condition.

Health and vitality are so essential to successful teaching that it is particularly necessary in training teachers to inculcate such habits of breathing, eating, sleeping, sitting, standing, exercise, and other bodily functions as will, in the long run, serve to keep a person at his best. This is a patriotic duty in a normal school in the same sense and for the same reason that it is in an army.

Dormitory Regulations

When many persons live together as students do in dormitory and dining-hall, certain social habits must be cultivated for the common good. If insistence upon these habits seems in any way to restrict freedom, it is not really a restriction but a means of securing freedom to all, under conditions that would otherwise limit the freedom of all. Those who would be teachers must learn to recognize as fundamental in civilized society, and to put into practice, certain general principles relating to the attitude of an individual toward the community in which he finds himself. Students sometimes handicap themselves and diminish their capacity to serve the State by neglecting these principles.

Parents will render a service, both to their children and to the Commonwealth, by helping to convince their sons and daughters who are in training as teachers, of the value to them for all future time, both professionally and personally, of early acquiring those habits that promote physical and social welfare under the conditions they are likely to meet. The support of parents is especially needed in the case of students who live at home. The necessity of yielding some degree of individual freedom in order to secure greater freedom within the group is readily recognized by students in the dormitories, but this important lesson is often missed by those who reside away from the school. Regularity of meals and of study hours is an obvious necessity in the group. It is equally desirable for the individual. The homes will not only reinforce the school but will confer a real benefit upon their students by encouraging them to maintain at home the same daily routine as is followed by the dormitory students.

Library

There is a fine large library, well stocked with books, in which classes spend their few study periods during the school session, and to which students may repair for study and research during afternoons and evenings. It provides for recreational reading as well as for study and reference work, and its 12,000 volumes are on open shelves to which all students have access. For the preparation of assignments many of the books are needed during the day, so that the borrowing of books for outside use requires definite regulations, the most important being that all books in the "Reserve" section (and current magazines) may be borrowed only from 4.30 until 8.30 the following day. Books from the open shelves about the room may be charged at any time but are due by 4.30 the next day, unless special permission has been obtained for keeping the book longer. These and other suggestions are posted in the library, all with a view to making the library serve students and teachers as effectively as possible.

Courses

I. For Elementary Teachers — Three Years

The elementary course lays especial emphasis upon the so-called practical arts. The attempt is made to apply in all the courses the principle of beginning with the concrete and the immediate, with what to the pupil will seem purposeful and practical, and leading on to general conclusions and to that recognition of deferred values which characterizes civilized life, as distinguished from primitive life wherein men dwell only in the present.

II. *For Junior High School Teachers* — Three Years

This course is offered for students who desire to teach in upper elementary grades or in junior high schools. The first year of this course is identical with that of the elementary course. The second year differs slightly, and students who so desire are given opportunity to practice in seventh and eighth grades instead of in the lower grades.

This course is especially recommended to those who hope for advancement to supervisory positions of principalships.

It is open to men as well as to women, and is credited for three years toward the degree of Bachelor of Science in Education, now offered by the State for a four-year normal course.

College graduates may earn a diploma from this course by attending one year.

III. *Practical Arts Department* — Three Years (including one summer term)

The Practical Arts Course prepares young men for teaching the manual arts to boys in grade schools, junior and senior high schools, and continuation schools. It is planned as a three-year course, plus one summer term (the second summer) for special professional preparation.

The students are given training in woodworking, woodfinishing, painting and glazing, sheet metal, household repairs, and other metal repair work, drafting, printing and bookbinding, gardening. They have opportunity to practice teaching one or more of these crafts to boys of the junior high school. They also have instruction in English, civics, science and mathematics related to the trades, psychology, and methods of teaching and administration.

Unless they have had previous trade experience, it is not expected that students will go out prepared to teach these trades as trades; but they are given such insight into them as will enable them to teach boys how to meet many of the problems of construction and repair that arise in the course of every day life. A student who, before entering school, has had a successful experience in any one trade may so supplement his command of that trade, by learning the elements of related trades, that he may be prepared to teach his own trade more successfully and to include in his instruction a wider range of projects than would otherwise be possible.

The course affords a special opportunity to men who have learned a trade and have discovered in themselves an aptitude for helping others to learn it. The State needs such men, and men need to learn effective methods of teaching.

The graduates of this course are successfully filling places of responsibility in high schools, manual training schools, and continuation schools. The continuation schools have created a new and urgent demand for men who can teach intelligently, and young men are going immediately to better paying positions than formerly were open to teachers even after years of experience.

Summer School

The summer session offers courses in both the General and the Practical Arts Departments. It affords opportunity for teachers in service to refresh themselves upon their normal training, to advance beyond it, and to broaden their outlook. It makes it possible also for those who were forced to begin teaching without, or with only partial normal training, to make good this deficiency and to obtain credit toward a diploma without excessive loss of teaching time. Correspondence with such teachers, and with teachers out of service who desire to return to it, is

invited. A statement of the needs and desires of those who are considering attendance will assist in planning courses to meet the real demand.

Persons engaged in teaching, and endorsed by their superintendents, are admitted to summer school without examination or certification, but credit toward a diploma will be given only to those who have complied with the regular admission requirements. Courses carrying college credit are offered in co-operation with the State Division of University Extension.

The State Division of Vocational Education conducts a comprehensive program of summer courses for all types of teachers in state-aided classes.

Application blanks will be sent upon request. Early applicants are favored in the choice of rooms.

Expenses

Tuition is free to residents of Massachusetts. Residents of other states may be admitted upon payment in advance of a tuition fee of fifty dollars each semester, (or fifteen dollars for the summer term) providing there is room.

For all students there will be an incidental fee of $10.00, payable during the first week, to cover use of books and equipment.

Rates for board and room are fixed by the State Department of Education and are intended to cover the actual cost of service rendered. These rates are, therefore, subject to change as conditions may warrant. The rate for the school year beginning in September, 1929, is $325, payable in advance as follows: September 14, $100; December 1, $75; February 1, $75; April 1, $75.

Table board will be supplied to those not rooming in the dormitories at $260 per school year of thirty-eight weeks, payable as follows: at the opening of school $80; December 1, $60; February 1, $60; April 1, $60.

The charge for the summer term is at the rate of $9.00 per week for room and board, $7.00 for table board.

There are also during the year certain enterprises carried on by the students that involve some expense. Each class is organized. There is an athletic association for men and another for women. There is a dormitory students' association and a day students' association, for promoting the welfare of their members and regulating their conduct in matters that affect the welfare of the group.

In all these the dues are determined by the members, but they do not vary greatly from year to year, and usually amount in the total to about seven dollars per year for a woman student and about twelve dollars for a man. It makes for the success of all these organizations if each student comes prepared to settle these dues at the beginning of the year.

All students in attendance should supply themselves with gymnasium suit and shoes. Unless these are already in possession, they may be procured to good advantage after arrival, and with greater uniformity, which is in itself an advantage.

Occupancy of Rooms

It is found desirable to set certain limits to the choice of rooms in order to secure a wholesome distribution of students of the several classes in the two dormitories. Within these limits students of Senior and Junior classes are free in May to make choice of rooms for the next school year, and rooms for new students are reserved in order of application.

Rooms are open to students in training, on Labor Day; to those coming for examination, on the following Saturday (temporarily); and to all students on Tuesday of the following week.

Students who room in the dormitories should bring their own towels, sheets, blankets (for single bed), and pillow-cases. All pieces of clothing will be marked at the laundry. Students may do any work they desire in the laundry-room in one of the dormitories.

Self Help and Pecuniary Aid

Earnest students to whom the expense of a normal school course is a serious obstacle may in many instances find opportunity to earn, if they will make known their needs and indicate the kind of work they are prepared to do.

There is also a scholarship fund appropriated by the State. This is to aid worthy students who might be unable without such assistance, or without overtaxing their strength, to complete their training. This fund is available only to Massachusetts students who come from outside of Fitchburg who have been in attendance at least a half-year, and whose scholarship standing is good. The purpose of the State in providing this fund is to prevent the loss to its schools of trained teachers who might not otherwise be available. It is not at all in the nature of charity. Students of the quality for which this aid is intended need, therefore, feel no hesitation when applying for it, or humiliation in receiving it. If their time and strength permit, they may render in return some definite service to the school.

The Alumni Fund is available to worthy students needing help. Sums not exceeding $100 annually will be loaned, to be repaid after graduation, at a low rate of interest.

ADMISSION

I. **Application for Admission.** Every candidate for admission to a normal school is required to fill out a blank entitled "Application for admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.

II. **Blanks to be Filed by the High School Principal.** The principal of the high school last attended is expected to fill out two blanks — one giving the "High School Record" and the other a "Rating of Personal Characteristics" and send them to the principal of the normal school. These must be filed not later than June 15.

III. **General Qualifications.** Every candidate for admission as a regular student must meet the following requirements:

1. *Health.* The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching, and must have been vaccinated. Each applicant must pass a satisfactory physical examination before final admission. It will facilitate final action upon admission if the applicant files with other credentials a certificate from the family physician touching the condition of heart, lungs, eyes, ears, skin, nervous system, date of vaccination, symptoms of appendicitis, goitre, pelvic disorders, or any condition likely to necessitate exemption from required physical activities.

2. *High School Graduation.* The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.* The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.* The "Rating of Personal Characteristics" and the moral character of the candidates, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. **Scholarship Requirements.** Of the 15 units presented for admission, at least 10 must be selected from the list given below in Section V and must be of a satisfactory grade as determined by certification or examination. Three of these ten units must be in English and one in American History and Civics. Applicants for admission to the Practical Arts Curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements and they must present such evidence unless their mechanical aptitude is attested by credit in manual training.

1. *Certification.* Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class

A high school or is in the upper half[1] of the graduating class of a Class B high school.[2]

2. *Examination.* Any candidate not securing credit by certification for ten units must secure credit for the remaining number of units by examination in subjects chosen from the list in Section V.

3. Candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

V. List of subjects for Certification or Examination.

Required:

English, Literature, and Composition	3 units.
American History and Civics	1 unit.

Elective:

The *six* remaining units must be so distributed that the number offered in any field shall not exceed the following, with the *proviso* that the minimum total amount offered in any chosen field shall be one unit.

Social Studies	3 units.
Science	3 units.
Foreign Languages	4 units.
Mathematics	3 units.
Commercial Subjects	2 units.
Fine and Practical Arts	2 units.

Social Studies

Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.

Science

General Science	½ or 1 unit.
Biology or Botany or Zoology	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.

Foreign Language

Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.

Mathematics

Algebra	1 unit.
Arithmetic	1 unit.
Geometry	1 unit.
College Review Mathematics	1 unit.

Commercial Subjects

Stenography (including Typewriting)	1 or 2 units.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit.
Commercial Law	½ unit.

[1] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

[2] Beginning in September, 1929, certification will be based on marks for each year rather than on the last year for which such credit is claimed.

Fine and Practical Arts

Home Economics	1 or 2 units.
[1]Manual Training	1 unit.
[2]Drawing	½ or 1 unit.

The five additional units, necessary in order to make up the 15 units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. **Place, Time, and Division of Examinations.** Entrance examinations may be taken in June and September at any State Normal School (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

VII. **Selective Process.** Priority of application among qualified candidates as a basis for selection is no longer in effect. When the number of qualified applicants on July 1 is in excess of the number that can be admitted, the scholarship record and ratings of the personal characteristics of all applicants as received from the high schools, will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the school.

In making up the scores for comparison:

(*a*) Scholarship will be allowed 75 points for 15 units of work.

(*b*) Personality will be allowed 25 points.

On the scholarship record, a mark "A" will be allowed 5 points; "B", 4 points; "C", 3 points; "D", 2 points. (For the system of marking, see Manual for High Schools, page 74.)

On the personality record, which includes ten characteristics, exclusive of health, a mark of "Superior" will be allowed 2½ points; "Excellent", 2 points; "Good", 1½ points; "Fair", 1 point.

VIII. **Admission as Advanced Students.** A graduate of a Normal School, or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

IX. **Admission of Special Students.** When any Normal School, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

SCHEDULE OF EXAMINATIONS FOR 1930

Thursday, June 5

8.15 A.M.– 8.30 A.M.	Registration
8.30 A.M.–10.30 A.M.	English
10.30 A.M.–12.30 P.M.	Latin, Commercial Subjects
1.30 P.M.– 4.30 P.M.	Social Studies

[1] To be accepted for admission to the practical arts course at Fitchburg and the Normal Art School only.
[2] A maximum of two units will be accepted for admission to the Normal Art School.

Friday, June 6

8.15 A.M.– 8.30 A.M. Registration
8.30 A.M.–10.30 A.M. Mathematics
10.30 A.M.–12.30 P.M. German, French, Spanish
1.30 P.M.– 4.00 P.M. Sciences
3.30 P.M.– 5.00 P.M. Fine and Practical Arts

Monday, September 8

8.15 A.M.– 8.30 A.M. Registration
8.30 A.M.–10.30 A.M. English
10.30 A.M.–12.30 P.M. Latin, Commercial Subjects
1.30 P.M.– 4.30 P.M. Social Studies

Tuesday, September 9

8.15 A.M.– 8.30 A.M. Registration
8.30 A.M.–10.30 A.M. Mathematics
10.30 A.M.–12.30 P.M. German, French, Spanish
1.30 P.M.– 4.00 P.M. Sciences
3.30 P.M.– 5.00 P.M. Fine and Practical Arts

THREE-YEAR ELEMENTARY PROGRAM

SUBJECTS AND INSTRUCTORS	NUMBER OF CLASS PERIODS		
	1st yr.	2nd yr.	3rd yr.
Education: —			
Psychology, Pedagogy Mr. Percival Miss Hawley	54	—	72
History of Education Mr. Herlihy	—	—	36
Professional Ethics	18	—	—
Principles and Methods in Character Education Miss Bradt	—	—	36
Introduction to Teaching	36	—	—
School Management Mr. Carpenter	—	36	—
Practice Teaching	36	½ yr.	—
English: —			
Language, Reading, Story Telling Miss McCarty	54	72	—
Literature and Composition Miss Williams	—	—	126
Oral English	36	—	—
Penmanship Miss McCarthy	18	—	18
Library Instruction Miss Hassell	—	36	—
Geography Miss Webster	54	54	—
History and Civics Mr. Harrington Miss Hawley	36	54	90
General Science Mr. Smith	—	—	90
Nature Study and Biology Mr. Randall	72	—	—
Arithmetic Miss Doland	54	18	36
Handwork and Drawing:			
Miss Lamprey	54	—	36
Miss Conlon	36	—	54
Music Miss Perry	54	36	36
Physical Education Health	90	54	72
Assembly	36	18[1]	36
Study Periods	162	72[1]	162
Total	900	900	900

[1] Half year.

THREE-YEAR JUNIOR HIGH SCHOOL PROGRAM

SUBJECTS AND INSTRUCTORS	NUMBER OF CLASS PERIODS		
	1st yr.	2nd yr.	3rd yr.
Education: —			
Psychology, Pedagogy Mr. Percival Miss Hawley	54	—	72
History of Education Mr. Herlihy	—	—	36
Ethics Miss Bradt	18	—	—
Junior High School Organization Miss Bradt	—	36	36
Introduction to Teaching	36	—	—
School Management Mr. Carpenter	—	36	—
Practice Teaching	36	½ yr.	—
English: —			
Language, Reading, Story Telling Miss McCarty	54	—	—
Literature and Composition Miss Williams	—	72[1]	126
Oral English	36	—	—
Penmanship Miss McCarthy	18	—	—
Library Instruction Miss Hassell	—	36	—
French Miss Grammont	—	—	54
Geography Miss Webster	54	36	36
History and Civics Mr. Harrington Miss Hawley	36	54[1]	90
General Science Mr. Smith	—	—	90
Nature Study and Biology Mr. Randall	72	—	36
Arithmetic Miss Doland	54	—	—
Mathematics Mr. Weston	—	36	36
Drawing and Handwork:			
Miss Lamprey	54	—	36
Miss Conlon	36	—	—
Music Miss Perry	54	36	36
Physical Education Health Miss McDermott	90	54	36
Assembly	36	18[2]	36
Study	162	72	144
Total	900	900	900

[1] One period per week to be carried during practice teaching period.
[2] Half year.

THREE-YEAR PRACTICAL ARTS PROGRAM

SUBJECTS AND INSTRUCTORS	NUMBER OF CLASS PERIODS		
	1st yr.	2nd yr.	3rd yr.
Psychology and Pedagogy Mr. Percival	—	36	36
Professional Ethics	18	—	—
History of Education Mr. Herlihy	—	—	18
General Methods Mr. Carpenter	36	—	—
Industrial Arts	—	—	18
Special Methods Mr. Anthony	72	—	—
Secondary Education Miss Bradt	—	—	18
Vocational Guidance	—	—	18
Related Work	36	18	—
Mathematics Mr. Weston	—	36	—
Mathematics Mr. Akeley	—	—	36
Vocational Arts	—	—	18
Drawing	54	36	—
Design Mr. MacLean	—	—	18
English:			
Miss Williams	—	36	—
Miss McCarty	36	—	36
History and Civics	—	54	—
Economic Sociology Mr. Harrington	—	—	36
Industrial Geography Miss Webster	—	36	—
Physical Education	36	36	36
Practice Teaching	—	292	—
Drawing, Shop and Related Work Mr. MacLean	157	135	—
Woodfinishing, Metal Finishing, Shop and Related Work Mr. Akeley	135	157	—
Metal Working, Shop and Related Work Mr. Purinton	292	—	292
Woodworking, Shop and Related Work Mr. Landall	292	—	292
Printing Mr. Livermore	—	292	292

Educational Psychology — Mr. Percival and Miss Hawley

Elementary Course

First Year.

A study of the factors which help or hinder the individual pupil in solving the problems of learning or of adjustment, which grow out of his school life.

In addition to experiments, case-studies and demonstrations, the classroom discussions are based upon readings in text books and in the current educational magazines.

Third Year.

A study of the results of recent educational research in several fields, including, Individual Differences in the Capacities of School Children; Special Abilities and Disabilities; Measuring the Results of Teaching; the Mental Health of the School Child; and Various Aspects of the Learning Process.

Discussions and written reports are based upon readings in text books and in current educational magazines. Every effort is made to relate the classroom work to the problems the students find in the training schools.

Junior High School Course

First Year.

The work is similar to that described above in the first year of the Elementary Course. The case-studies and the readings deal with problems of the Junior High School.

Third Year.

A study of the results of recent educational research in several fields, including, The Nature of Intelligence and Its Measurement; The Psychology of the Various High School Subjects; Mental Hygiene; Special Abilities and Disabilities; and Various Aspects of the Learning Process.

Practical Arts Course

Second Year.

The course is similar to the elementary course but with special application to Practical Arts teaching.

Third Year.

Some of the principal truths as to the ways in which psychology may be used scientifically in promoting efficiency in various lines are studied and then applied to the teaching of practical arts to children of junior high school age.

History of Education — Mr. Herlihy

Seniors. Elementary Course.

The course aims to trace the development of our conception of education, the changing motives and methods, to insure a sense of proportion in observing present tendencies; to study public education as it is now administered; to gain some acquaintance with the laws that establish and regulate this administration and that determine the authority and relative responsibilities of teachers and school officials.

Seniors. Junior High School Course.

The same, pursued more intensively and supplemented with a study of practical present day problems of education and administration.

Practical Arts. First Year.

Introduction to teaching. The simplest approach to the profession of teaching.

Practical Arts. Third Year.

History of Education. Tracing the development of Manual Training and Vocational Education and the laws relating thereto.

Ethics — Miss Bradt

First Year. Third Year.

These courses aim to help in the development of personal standards through the discussion of social and professional problems with which the student and the teacher must deal.

Junior High School Organization and Administration — Miss Bradt

Second and Third Years.

Deals with the history of the Junior High School movement, special functions, nature of the Junior High School child, guidance, organization and administration of pupil activities, the curriculum, methods of teaching, problems of organization and administration.

Science — Mr. Smith

General Science.

Such projects are selected as refer to industries, processes, inventions, and natural phenomena; to the study of common minerals and rocks with respect to their industrial importance and their relation to soil formation; to the development of scientific reasoning and facts for the student's use as a teacher.

Special attention is given to the study of methods used in teaching science. This includes individual laboratory work, a comparative study of text books, the working of projects and outlines of study, special reports to the class, drawings, etc.

Attention is also given to the cultural study of science.

The work consists of the study of projects based on the interests and surroundings of pupils in the first six grades and the aims, methods and suggestive outline of work for each grade.

It includes observation, laboratory work, individual reports to the class on special subjects, and use of the best text books.

Geography — Miss Webster

Geography I. Freshmen.

The aim is to point out the breadth and possibilities of the subject and its relationship to history and nature study.

Principles of geography and their application with emphasis upon human geography.

Aims, methods, and materials, together with selected contents used in geography teaching in the first six grades.

Geography II. Juniors.

Aims, methods, and materials, together with selected content used in geography teaching in junior high school.

Geography III. Junior High School. Third Year.

Selected principles of physical and economic geography and their application in studies of the United States and Europe.

Studies in the evaluation and use of geographic materials and standards of attainment in geography for the junior high school.

Geography IV. Practical Arts Men.

Correlation of geography with shop work by means of selected problems and projects.

Introduction to Teaching — Mr. Carpenter

Freshmen.

School Management — Mr. Carpenter

Juniors.

These courses aim to furnish the prospective teacher with a compendium of principles to guide in the organization and conduct of a school; to show how most effectively and economically to direct a group of pupils in the acquisition of useful facts, thrifty habits, sound principles, and high ideals of life and conduct to the end that each may become "socially efficient."

Special Methods in Practical Arts — Mr. Anthony

(a) A study of the ways and means used in good teachings by which boys derive the desired values from their constructional activities in the Practical Arts.

(b) A study of the growth, scope and trend of Practical Arts Training in its relation to other kinds of general and industrial Education.

History and Civics — Mr. Harrington and Miss Hawley

History and Civics I. Elementary Course.

Aims and methods in history and civics teaching in the first six grades.
Incidental study of men and events in American history, both local and general.
Study of the origins of American civilization in the Old World.
Projects in community civics, government, and present day problems.
Development of correct civic ideals and habits.

History and Civics II. Juniors. Junior High School Course.

Aims and methods in teaching of history and civics in the junior high school.

History and Civics III. Junior High School. Seniors.

Selected projects in American history and its Old World background.
Study of American political, social, and economic problems.

Civics for Practical Arts Men

Second Year.

Civil Government.
Current History.
The shop and the boy.
Method in the social subjects.

Third Year.

Economic and social problems.

Nature Study and Gardening — Mr. Randall

First Year.

This course deals with the more common objects of nature that appeal to the interests of children of the first six grades of the elementary schools. The aim of the course in the first three grades is sense development, and in the fourth, fifth, and sixth grades, to give the child information that leads to individual activity during the out-of-school hours. The course of study prepared for the elementary schools of Massachusetts is followed. Each normal school student is required to prepare teaching lessons on the subjects outlined for each grade. The large greenhouse, gardens, and the nearby fields and forests furnish an unusual laboratory for this branch of instruction.

Junior High School Seniors.

A course dealing with the methods used in the teaching of biology.

English Literature and Composition — Miss Williams

Junior High School Juniors.

Study of the basic principles of English as applied to the upper grades, with particular emphasis on methods of teaching grammar, composition, and literature in these grades.

Junior High School Seniors.

A survey of the development of American literature; extensive reading of various types; collateral reading, class discussion, special reports.

A brief course in composition developed in the form of group projects.

Elementary Seniors.

The development of oral and written composition through appreciation and imitation of the best prose literature.

A rapid survey of the history of English poetry and of English drama; extensive reading in nineteenth and twentieth century poetry and drama.

Oral Expression.

Practice in informal discussion, extemporaneous speaking, and debating.

English — Miss McCarty

I. History and Psychology of Reading.

Principles and methods of teaching reading and discussion of present day methods.
Reading and criticism of children's literature.
Principles, sources, and manner of story telling.
Observation of story telling in practice school.
Story telling to children and normal students.

II. Language and Spelling.

Principles and methods of presentation of language and spelling lessons.

Projects worked out for language use.

Observation of reading, language, and spelling lessons, and story telling in practice schools.

Planning and teaching of lessons to classes of children.

Written English. Practical Arts Men.

The aim of the course is to give knowledge of correct usage in written English adapted to the needs of the Practical Arts course.

It includes a study of common errors of punctuation, sentence structure, and paragraphing, English grammar, letter writing, composition, etc.

Exercises to correct deficiencies in spelling.

Library Instruction — Miss Hassell

In this course there are two aims,

1. To help the student to use effectively the study helps in this library.
2. To give an understanding of the school library as an educational factor in the elementary or junior high school.

Some study is given to reference books, indexes, current magazines, book selection and ordering, and methods used in the modern library in its arrangement, classification, and cataloging of books, pictures, etc.

Arithmetic — Miss Doland

Aim: To prepare students to teach to children of the first six grades, number facts, fundamental processes, fractions, decimal, and non-decimal, with their applications in percentage, in a manner so intelligent that the pupils may gain facility in numbers at the least possible time cost.

Methods: Study of subjects designed for each grade, demonstration lessons, experimental teaching by students in classroom with discussion of the effort, observation lessons, writing lesson plans, study of text books, teaching in training under direction of training school supervisor in co-operation with Normal School instructor.

Penmanship — Miss McCarthy

Penmanship.

Aim: To train students to write well on paper and on blackboard for schoolroom use, and for other professional purposes; to prepare students to teach muscular movement penmanship in grade schools.

Method: Individual practice, classroom teaching, discussion, study of different systems of penmanship.

Each student is required to do a minimum number and variety of projects to give him actual experience in producing work of practical value.

Mathematics and Related Work — Mr. Weston

Practical Arts. First, Second and Third Years.

This course is intended to prepare students in the Practical Arts and Junior High school courses, to teach mathematics or shopwork, in the intermediate grades, or junior high schools or in manual training schools.

Junior High School.

This course consists of a study of the content and of the teaching methods used in arithmetic, geometry, and algebra, as taught in the junior high schools and prevocational schools. The related work deals chiefly with shop problems and the correlation of these problems with the regular academic studies of the junior high school.

Mathematics — Mr. Akeley

Practical Arts. Third Year.

French — Miss Grammont

Third Year.

This course comprises the theory and method of teaching French in the junior high school, and the study of the language for its cultural value.

All class work is conducted in French to better enable the student to master the French accent.

Physical Education for Men — Mr. Crosier

The purpose is twofold.

1. *Personal.* (A) To develop body control in gymnastics, games and sports. To establish health habits. (B) To develop ideals of sportsmanship and team work. (C) To develop initiative and leadership.

2. *Professional.* To train in methods of applying all of the above to children. Methods of organization and promotion of sports as conducted by Athletic Organizations. Also practice in officiating and coaching.

The first purpose is worked out by means of (A) Talks on Hygiene and First Aid. (B) Gymnasium work including marching, free arm exercises, apparatus exercises, gymnastic dancing, group contests and games. (C) The Men's Athletic Association which conducts athletic contests and supervises the school teams in various sports.

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for boys of different ages and environment; (c) methods of presenting activities (giving commands, organizing groups, coaching, etc.) using the normal class for practice teaching, practice teaching or coaching in nearby schools.

First Year. Reviews the work of physical training given in modern school systems in elementary grades and affords an opportunity for personal development in muscular development and control which will make students better fitted to present the subject of Physical Education when they become teachers.

Second Year. Review of activities for Junior High Schools. Team games, methods of promotion, and organization of leagues.

Third Year. Review of activities for High School. Methods of organization, promotion, coaching and officiation. Initiative and leadership encouraged, especially with handling groups of boys.

Physical Education and Hygiene — Miss McDermott

First Year.

The aim is positive health—physical, mental and moral.

The purpose is twofold:

Personal. To develop the right attitude toward health habits and improvement of posture. Students will be aided in this by individual corrections and instruction, and by being taught to check up this daily hygiene through health cards and other means.

Professional. To train in methods of applying health education, physical training and organization of sports and athletics in the schools.

Second Year.

Theory and practice continued, with more emphasis on theory. Professional attitude stressed.

Third Year.

Theory and practice, with stress on practice teaching assignments.

Methods of teaching hygiene appropriate to each grade studied. A student assistant has charge of the "play periods" in the training schools. Supplementing this instruction a health club is organized and conducted by the students, all competing for class and school honors. The Art Department co-operates by giving suggestions and by acting as judges in the poster work, which is included in the Club program.

All women students are members of the Women's Athletic Association, an organization for the promotion of out-of-door sports and leisure time activities. Hikes, basket-ball, tennis, field hockey, soccer, and track are encouraged.

Music — Miss Perry

First Year. Second Year. Third Year.

This course covers the subject matter of music taught in the public schools. Special attention is given to the study of rote singing, ear training, voice training,

enunciation, and interpretation. Lesson plans are made and discussed and teaching lessons are given in the classroom.

The entire school is assembled twice a week for a half period of chorus singing, and training in the singing of selections of especial merit.

Music Appreciation. First Year.

Second Year. Third Year.

This course aims to make intelligent listeners and create an appreciation of the beautiful in music.

Folk songs, art songs, opera, oratorio, and symphonic forms are studied with the lives of the composers. These are illustrated by piano and victrola.

A school orchestra and glee club are organized for special work.

Drawing — Miss Lamprey

Freshmen Year.

Objective, A common knowledge of the elementary subject matter of Representation and Design, and skill in expression.

A course dealing with the elements and principles of Representation and Design, with special application to the work of pupils in grades 1-6. What shall be taught and how. Study of selected curricula, method, and content. Illustrated by observation.

Senior Year.

Objective (a), An understanding of the relative value and place of Art Work in general education with the power to teach it.

A course in the adaptation of general methods of teaching to Art Work in grades 1-6, including general discussions of pedagogical principles related to the arts, the making of lesson plans, and teaching in the training school.

Blackboard work.

Objective (b), An increased acquaintance with an enjoyment of Nature and Art.

Art analysis, which aims to form the habit of recognizing and applying basic principles of design. The development of artistic appreciation.

Junior High School Course

First Year.

Objective (a), An understanding of the relative value and place of Art Work in general education with the power to teach it.

A more advanced course dealing with the applications of representation and design to the work of pupils in the junior high school. What shall be taught and how. Study of selected curricula, method, and content.

Blackboard work.

The development of skill in the use of drawing as a language in teaching school subjects.

Objective (b), An increased acquaintance with and enjoyment of Nature and Art. Art analysis and appreciation as for the senior year.

Third Year.

Objective (a), An understanding of the value and place of Art in History and modern life.

A course discussing the influence Art has had and should continue to have on dress, home, school, architecture, civic beauty, industry, and commerce.

Objective (b), Applications of representation and design in projects in which the student is especially interested.

The fact that the normal school students, taking courses in Representation and Design, are preparing to teach these subjects is always kept in mind and determines to a great degree the manner in which the courses are presented and taught. The projects taken up are as clearly related to everyday life as possible.

Handwork — Miss Conlon

Freshmen.

The aim is to develop practical knowledge and appreciation of handwork by a study of the educational meaning of the manual arts and by planning and carrying out individual, group and class projects suitable for children in Grades I to VI.

Knowledge of the principles of design and the theory of color as applied to handwork is developed in working with such mediums of expression as paper, cardboard, stickprinting, weaving, modeling and sandtables. Nearly all of the handwork is correlated with other subjects.

Seniors.

The general aim is the same as that of the junior course. In connection with our study of the principles of interior decoration, the origin and development of the basket and the evolution of the book, each student plans and makes a model room, two or more baskets and different types of bound books. Such crafts as elementary woodwork, leather tooling and linoleum block printing are included in this course.

Work with copper, silver, stencils, clay, gesso, cement, soap modeling, weaving and batik dyeing is optional.

Printing — Mr. Livermore

Practical Arts Men. 584 periods.

The general purpose of this course is to instruct men in the fundamental principles pertaining to letter-press printing and typography; to that degree that they shall be able to teach pupils of the junior and senior high and continuation schools in the art.

I. A common knowledge of tools, arrangement and care of equipment.

II. Appreciation of constructive operations in composition, imposition, paper cutting, and presswork.

III. Analysis of projects plus an understanding of the value and place of printing in general education with the power to teach it.

Each student is required to do a minimum number and variety of projects, to give him actual experience in producing work of practical value to meet his own and school department needs.

Metal Working — Mr. Purinton

Practical Arts Men. 584 periods.

The metal-working course offers the student a variety of experiences involving the metal trades, so that he may understand their processes and be able to repair and construct various metal objects used in household and school.

Projects are employed which do not come in a definite order but the general phases of shop training will be developed in the following order:

I. Tool operation and methods of construction. Care of equipment, etc.

II. Create initiative, responsibility, efficiency and an idea of service.

III. Study of operations. Appreciation of methods employed.

IV. Develop creative ability. Responsibility test. Judgment test.

The course embraces three major subjects, sheet metal, electrical, and general shop work.

Sheet Metal Work: While making various sheet metal articles the student becomes acquainted with the manufacturing processes of several kinds of sheet metal, with the methods and processes employed to attach and assemble them, and gains an appreciation of the trade skill required to demonstrate and teach the subject.

Related Work: The manufacture of various metals. Sheet metal conventions.

Electrical Work: Class instruction upon electrical principles and practical application of installation and repair problems found in the average home. The demand for electrical appliances and conveniences for the home and school makes the construction of such articles exceptionally interesting as a manual arts activity. Discussion of methods used in teaching (1) principles of elementary electricity; (2) their relation to modern electrical appliances; (3) examples and problems concerning the flow of electricity; (4) conventions of bell wiring, house wiring, household appliances, radio and automobile electrical units.

General Shop Work: Machine shop practice and bench work offering the student a variety of work with bar steel stock, round, square, flat, angle, channel, tee, etc., and in shaping odd forms of cast iron and steel casting, subsequently to be assembled (using blueprints) into a machine or device for practical use. During the assembling the student becomes familiar with the various bolts and machine-screws, and

methods of using them, thus at the same time exercising less initiative and testing his judgment.

Related Work: Project analysis, Automobile construction and operation.

Mechanical Drawing — Mr. MacLean

Practical Arts Men. 292 periods.

The course consists of free hand and mechanical drawings of objects that are to be made or have already been made in the shops for meeting school and home needs. These drawings and others afford training in design and the principles of construction, the reading and making of readable drawings. The course includes (I), detail and assembly drawing, projection, revolutions, auxiliaries, sections, threads and fastenings, conventions, lettering, penciling, inking, (II), isometric and perspective drawing, blue printing, care and buying of equipment. The layout of shops and the development of projects in metal work and woodwork suitable for Junior and Senior High schools and woodwork suitable for Junior and Senior High schools and Continuation schools.

Geometrics:

Practical application of a series of problems in geometric construction and development. The purpose is to prepare particularly for the metal shop.

Methods used in teaching drawing, and an opportunity to put them into practice.

Blackboard Drawing.

To develop the ability to place on the board a sketch of the project he is developing before a class which is a most valuable equipment for a shop instructor. The plan begins with drawing in its simplest form and works toward more complicated projects.

Pencil Sketching.

To develop an ability to place on paper ideas to be passed on to others. The equipment for and the technique necessary to fulfill this purpose.

Woodworking — Mr. Landall

Practical Arts Men. 584 periods.

The purpose is to prepare young men to organize and direct school shop activities and to teach fundamentals of handwork and machine work in the making and repairing of objects which meet a need in school, home, or community.

This course includes the study of:

I. Methods, use and care of equipment.
II. Constructive operations, efficiency, appreciation of good work.
III. Analysis of projects, teaching methods applied.
IV. Independent work developing confidence, initiative and responsibility.

Reading and interpreting simple blueprints, sketches and drawings. Selecting, ordering and cost of material. Stock bills, layout, use of catalogs, notebook work. Use and methods of tools and hand shaping processes.

Kinds, uses and characteristics of woods commonly used. Simple construction, uses and kinds of joints, fastening and assembling.

Machine operations on circular saw, band saw, jointer, surfacer, mortiser.

Safety and guarding.

Turning: tools and machine in roughing, smoothing, cutting off, concave and convex curves, face plate work, polishing.

Hardware: selecting, cost, placing and fastening.

Upholstering: plain board surface, framed structure repairing.

Study throughout of related shop work; lesson plans, instruction sheets notebook.

Woodfinishing — Mr. Akeley

Practical Arts Men. 292 periods.

Finishing and refinishing of objects needed for use in the school and home involving training in staining, shellacing, varnishing, rubbing, polishing, mixing of colors, painting, kalsomining, elements of interior decoration, and glazing.

Writing of specifications for the various projects and estimating the labor and material for the same. Selection and care of equipment and materials and the making out of orders for the same.

GRADUATES, 1929

Junior High School Course — Four Years

(Including one year teaching experience)

Antila, Signe	Fitchburg
Burdakin, Emily Pamelia	Waverley
Carney, Frances Patricia	Fitchburg
Fillback, Edward Bruno	Fitchburg
Heikkila, Aini Mary	Gardner
Lyons, Catherine Louise	Fitchburg
Perrault, Alfred Alcide	Fitchburg
Rolfe, John James	Stoneham
Shea, Teresa Madeline	Fitchburg
Sullivan, Francis Bernard	Fitchburg
Wild, Mollie Kathleen	Holyoke

Junior High School Course — Three Years

Barr, Katherine Alice	Leominster
Brown, Henry Maurice	Worcester
Collen, Paul Robert	Orange
Degnan, Francis Joseph	Worcester
France, Edward James	Fall River
Fraser, Mary Ledgerwood	Leominster
Gilson, Alice Claire	Fitchburg
Innerasky, Florence Rose	Fitchburg
Killelea, Margaret Mary	Leominster
Kingston, Elizabeth Ethel	Whitinsville
Laberee, Alberta Gould	Fitchburg
Lamb, Beatrice Elizabeth	Leominster
Levy, Sarah	Fitchburg
Matthewman, Gertrude Mary	Whitinsville
Monfredo, Dominic John	Worcester
Morgan, John Everett	New Bedford
Murray, George Stephen	Weymouth
Petcen, Anna	Northampton
Proctor, Margaret Sidney	Lunenburg
Reeves, Letitia Irene	Leominster
Russo, Guy Joseph	Fitchburg
Sampo, Irja Tehilla	Fitchburg
Sawyer, Helen Merriam	Lancaster
Sheehan, Alice Virginia	Concord
Sheehan, Catherine Margaret	Fitchburg
Stewart, Thelma	Littleton
Sullivan, William Joseph	Leominster

Elementary Course — Two Years

Aalto, Aino Aili	Fitchburg
Aldrich, Hannah Louise	Groton
Ashe, Catherine Lillian	Chicopee Falls
Ashton, Helen Gertrude	Clinton
Asselta, Ruth Frances	Fitchburg
Austin, Margaret Julia	Holyoke
Blood, Dorothy Hazel	West Groton
Bowen, Ruth May	West Berlin
Brett, Marian Alice	Leominster
Brown, Lois Miller	Templeton
Bunnell, Maries Scheibel	Holyoke
Capen, Ruth Elizabeth	Palmer
Caplan, Florence	Holyoke
Caplin, Mildred Fayne	Gardner

Chamberlin, Evelyn Gertrude	Ashburnham
Chudzik, Helen Annette	Millers Falls
Collins, Helen Loretta	Worcester
Collins, Mary Agnes	Andover
Connelly, Mildred Elizabeth	Springfield
Connelly, Alice Barbara	Springfield
Costello, Eileen Marie	Clinton
Dean, Mary Elizabeth	Greenfield
Delay, Dorothy Anna	Arlington
DeMarzio, Florence Esther	North Plymouth
Demmon, Arlene Edna	Fitchburg
Dudley, Velma Irene	Fitchburg
Fitzgerald, Gertrude Miriam	Springfield
Fitzpatrick, Ruth Alice	Fitchburg
Flint, Margaret Viola	Winchendon
Foote, Katherine	Holyoke
Gallagher, Eleanor Elizabeth	Leominster
Glidden, Marjorie Matheson	Natick
Hall, Miriam Thompson	Brockton
Harrington, Mildred Ann	Holyoke
Haskell, Evelyn Frances	Orange
Hayes, Margaret Irene	Gardner
Hayes, Margaret Patricia	Concord
Hayward, Beth Nancy	West Townsend
Hickey, Mary Louise	Chicopee
Higgins, Mary Alma	Westboro
Hopkins, Margaret Elizabeth	Chicopee Falls
Hoye, Marguerite Louise	Taunton
Hurley, Frances Susan	Gardner
Innerasky, Agnes Margaret	Fitchburg
Johnson, Gwendolyn Verle	Leominster
Karakula, Agnes Irene	Hadley
Keating, Alice Mary	Fitchburg
Kennedy, Louise Marie	Fall River
Lamb, Mabel Evelyn	Fitchburg
Lang, Lucie Marguerite	Holyoke
Larava, Alice Shirley	Worcester
Lavery, Beatrice Andrietta	Fitchburg
L'Ecuyer, Constance Marie	Fitchburg
Leonard, Gladys Alberta	Townsend
Leonard, Ina Frances	Townsend
MacDonald, Catherine Agnes	Gardner
Maffeo, Elsie Mary	Fitchburg
Maffeo, Philomena Mary	Fitchburg
Martin, Avis Irma	Fitchburg
Mayer, Catherine Evelyn	Greenfield
McCarthy, Ruth Marie	Springfield
McMorrow, Elizabeth Agnes	Taunton
McNabb, Dorothy Florence	Fitchburg
Miles, Margaret Iola	Rutland
Moison, Gertrude Sheldon	Groton
Moran, Claire Marie	Chicopee Falls
Morgan, Margaret Elisabeth	Holyoke
Murphy, Anna Mae	Chicopee Falls
Murphy, Catherine Veronica	Worcester
O'Connor, Julia Anna	Fitchburg
O'Gara, Marguerite Barbara	Fall River
O'Neil, Florence Mary	Worcester
Ray, Josephine Edna	Leominster
Reagan, Elsie Louise	Fall River
Riesman, Marian	Chelsea

Riesman, Ruth	Chelsea
Roberts, Jeannette Sheridan	Springfield
Rowe, Bernice May	Westminster
Rynn, Alice Mary	Ayer
Scanlon, Elizabeth Florence	Worcester
Scanlon, Marguerite Cecelia	Chicopee
Shay, Bessie Davis	Fall River
Shea, Irene Frances	Greenfield
Shea, Margaret Anne	Boxborough
Sheerin, Mary Christina	Taunton
Southworth, Grace Lillian	North Dana
Sojka, Anna	Turners Falls
Stratton, Eleanor Norcross	Arlington
Suprenent, Dorothy Cecile	Fitchburg
Tarbell, Margaret Josephine	Fitchburg
Taylor, Doris Elizabeth	Westminster
Tolles, Olive Frances	Groton
Totman, Dorothy Olive	Greenfield
Upton, Marie Barbara	Weymouth
Waskiewicz, Agnes Elizabeth	North Hadley
Wheeler, Marjorie Edna	Shirley
Wood, Geraldine	Orange

Practical Arts Course — Three Years

Ambrose, Carl Worthington	Fitchburg
Bonardi, George Peter	Worcester
Cavanagh, Francis James	Leominster
Clark, Eugene Warren	Lowell
Fontaine, Louis Paul	Palmer
Gosselin, Robert Earl	Worcester
Hallet, Earl Forest	West Groton
Houle, Philip Louis	Worcester
Keiler, Emil Ernest	Easthampton
Lakso, Edward Arthur	Fitchburg
Lanza, Joseph Benjamin	Leominster
Miller, Francis Arthur	Whitinsville
Moran, Paul Bernard	Fitchburg
Noble, Percy Clifford	Westfield
O'Leary, James Patrick	Fairhaven
Rosch, Norman N.	Chicopee Falls
Suhlke, Waldo Eric	Leominster
Sund, Thure August	Worcester
Tunstall, Cuthbert William	Fairhaven

The following earned Elementary Course diplomas after the graduation in June:

Victor A. Blackmer	Danbury, Conn.
Rachael J. Cosby	Westfield
Anna E. Sherry	Harvard

LIST OF STUDENTS — SEPTEMBER, 1929, TO JUNE, 1930

Senior Class

Senior J. H. S. Class Admitted September, 1926
(Including one year of teaching)
(*Four-Year Course*)

Dormin, Elizabeth A.	Fitchburg
Lennon, Margaret A.	Fitchburg
Mullen, Mary B.	Leominster

Senior J. H. S. Class Admitted September, 1927

(Three-Year Course)

Barnicle, Helen M.	Fitchburg
Bettencourt, Cecelia	New Bedford
Clark, Dorothy E.	Fitchburg
Connor, Claire M.	Holyoke
Driscoll, Adele M.	Fitchburg
Fitzgibbon, Teresa W.	Fitchburg
Flavin, Helen C.	Athol
Gould, Charlotte F.	Holyoke
Kielty, Katharine A.	Fitchburg
Laughlin, Agnes T.	Taunton
Leger, Marie J.	Fitchburg
Lenaghan, Alice E.	Fall River
Marshall, Marion L.	Shelburne Falls
Mellitt, Mary A.	Fitchburg
O'Connor, Margaret M.	Fitchburg
Scannell, Helen R.	Holyoke
Shea, Edna P.	Springfield
Welch, Grace L.	Natick
Wheeler, Olive M.	Fitchburg
Catherine Lawrence	Fitchburg
Brennan, Joseph F.	Worcester
Connelly, John J.	Clinton
Geary, Joseph F.	Somerville
Houle, Lawrence R.	Worcester
Hughes, Thomas J.	Fitchburg
Kempainen, Sulo A.	Fitchburg
Maloney, Willard T.	Pittsfield
Needham, Francis J.	Clinton

Senior Elementary Class Admitted September, 1928

(Two-Year Course)

Abrams, Mildred	Springfield
Ashe, Mary R.	Chicopee Falls
Austin, Harriet A.	Fitchburg
Beaudoin, Lucille J.	Chicopee Falls
Bieda, Anna M.	Chicopee Falls
Blood, Beatrice	Groton
Bogdan, Frances C.	Chicopee Falls
Bramante, Santina I.	Fitchburg
Breen, Lillian B.	Worcester
Browne, Eleanor U.	Holyoke
Bullard, Dorothy L.	Orange
Bunnell, Helen C.	Holyoke
Charnley, Mary A.	Cambridge
Conti, Emma M.	East Templeton
Corkum, Hazel E.	Fitchburg
Cosby, Rachael J.	Westfield
Coughlin, Catherine M.	Fall River
Cyran, Anna F.	Chicopee Falls
Dillon, Catherine F.	Holyoke
Dougherty, Madeline E.	Springfield
Erickson, Irene L.	Springfield
Eriksson, Olivia L.	Shrewsbury
Falvey, Anna M.	Holyoke
Fein, Adeline M.	Chicopee
Fisk, Irene A.	Fitchburg
Gibbons, Mary B.	Clinton
Goodwin, Beryl E.	Taunton

Green, Florence E.	Ashby
Gwozdik, Clementine A.	Hadley
Hanley, Gertrude L.	Belmont
Hanley, Gertrude M.	Fall River
Harris, Lorraine H.	North Leominster
Hayes, Margaret E.	South Deerfield
Hennessey, Alice M.	Fall River
Houde, Gertrude M.	Leominster
Houlihan, Mary M.	Worcester
Hykkyri, Irja E.	Townsend
Innerasky, May M.	Fitchburg
Johnson, Rose R.	Townsend
Kaplinsky, Anna M.	Holyoke
Keady, Mary R.	Norwood
Keyes, Marjorie H.	South Deerfield
Lynch, Anne M.	Fall River
McLaughlin, Helen	Belmont
McTigue, Katherine M.	Holyoke
Moriarty, Eleanor M.	Bondsville
Moynihan, Ruth M.	Maynard
Murphy, Eileen P.	Chicopee Falls
Murphy, Mary J.	Fall River
Neilson, Caroline L.	Stow
Newman, Margaret A.	Hatfield
O'Connor, Mary L.	Worcester
O'Connor, Roselin S.	Worcester
O'Leary, Marguerite E.	East Taunton
O'Neil, Bernice C.	Fitchburg
O'Reagan, Eleanor M.	North Cambridge
O'Sullivan, Margaret E.	West Groton
O'Toole, Nora M.	Clinton
Pearson, Winifred A.	Holyoke
Peterson, Gladys M.	Gardner
Potter, Alice S.	Attleboro
Riley, Irene F.	Fall River
Roffee, Dorothy T.	Attleboro
Shea, Helen G.	Fall River
Shuman, Pearl	Fitchburg
Smith, Mary B.	Westminster
Stewart, Janet	Fitchburg
Stratton, Elizabeth G.	Arlington
Sullivan, Anna L.	Fall River
Sullivan, Catherine A.	Webster
Whitaker, Ruth I.	Bernardston
Wright, Dorothy M.	New Bedford
Yoffa, Gretchen H.	Gardner

Senior Practical Arts Class Admitted September, 1927

(Three Years and One Summer)

Anderson, John A.	Norwood
Borgman, Fritz E.	Worcester
Cavanaugh, Joseph T.	Springfield
Clark, Raymond A.	Fairhaven
Ford, Francis A.	Worcester
Griffin, John P.	Worcester
Harris, Raymond E.	Orange
Hokanson, Carter H.	Worcester
Kelleher, William J.	Marlborough
Lacey, William J.	Worcester
Lacouture, Abner E.	Worcester

Macdonald, Roderick E.	Leominster
Martin, Arthur I.	Whitinsville
Martin, Francis D.	Greenfield
Motyka, Charles J.	Dudley
Powers, Cornelius J.	Taunton
Rishton, Gilbert	Athol
Rodgers, John F.	Leicester
Salak, Otto	Framingham
Spring, Henry J.	Springfield
Sundberg, Hilding O.	Worcester
Sylvia, Manuel J.	Mattapoisett
Valentine, Joseph K.	Taunton
Watson, Russell J.	Worcester

Junior Class

Junior J. H. S. Class Admitted September, 1928

(*Three-Year Course*)

Barry, Agnes V.	New Bedford
Blanchard, Helen L.	West Springfield
Blouin, Pauline F.	Gardner
Bowler, Irene M.	Holyoke
Breglio, Helen V.	Springfield
Dempsey, Helen C.	Fitchburg
Donovan, Helen L.	Fall River
Filansky, Myrtle	Fitchburg
Gilchrest, Elizabeth J.	Lunenburg
Heagney, Alice C.	Clinton
Kwayauskas, Domicele	Leominster
Leclerc, Alida B.	Worcester
Manning, Dorothy R.	Fitchburg
Metcalf, Alice	Brimfield
Millet, Louise S.	Pittsfield
Mills, Harriet A.	Ashburnham
Moriarty, Kathryn H.	South Hadley Falls
Murphy, Marie A.	Fall River
Pernea, Mary T.	Ashby
Potash, Rose	Worcester
Puhakka, Gertrude M.	Fitchburg
Rooney, Helen M.	South Lincoln
Shannon, Gladys M.	Fall River
Sheehan, Margaret M.	Fitchburg
Sullivan, Mary E.	Fitchburg
Turcotte, Dorothy A.	Fitchburg
Verderber, Flora M.	Norwood
Waris, Irja V.	Fitchburg
Watson, Ethelyn C.	Leominster
Wayrynen, Rauha V.	Ashby
Wickham, Bessie A.	Fitchburg

Bullcock, James C.	Fitchburg
Ciccone, Marino A.	South Barre
Cronin, William J.	Worcester
Daniele, Louis V.	East Weymouth
Daniele, Nunzi C.	East Weymouth
Hastings, John W.	Clinton
Kelleher, Edward J.	Fitchburg
Lawrence, Alfred C.	Worcester
Maillet, Leo O.	Fitchburg
McMorrow, George J.	East Weymouth

Morrissey, Thomas F.	Worcester
O'Malley, John C.	Fitchburg
O'Toole, Francis P.	Clinton

Junior Practical Arts Class Admitted September, 1928

(*Three Years and One Summer*)

Angino, Jerry R.	Newton Centre
Bourdon, Roland A.	Leominster
Branley, William F.	Weymouth
Carlson, Andrew M.	Worcester
Carlson, Clarence H.	Worcester
Clay, George W.	Watertown
Doll, Henry L.	Adams
Friberg, Harold A.	Worcester
Geary, John A.	Somerville
Harris, Edwin M.	Athol
Hayes, Edward P.	Waltham
Lambert, Adrian E.	Holyoke
MacFarlane, John B.	West Duxbury
King, Jerome B.	Holyoke
Neidel, Howard W.	Easthampton
O'Brien, William J.	Arlington
Oliver, Richard J.	Gloucester
Planchet, Paul J.	Everett
Progin, Nelson H.	Fitchburg
Rice, Edson E.	Worcester
Sautter, William N.	Greenfield
Steuer, Edward G.	Adams
Studer, Albert R.	Greenfield
Ward, Richard A.	Leominster

Freshman Class

Freshman J. H. S. Class Admitted September, 1929

(*Three-Year Course*)

Cavanagh, Marjorie M.	Cambridge
Chism, Lois M.	Springfield
Cotton, Mary C.	Fitchburg
Coyle, Anna F.	Somerset
Cronin, Ellen M.	Worcester
Daley, Elizabeth G.	Gardner
Falk, Sophie	Springfield
Fitzgerald, Abigail E.	Worcester
Fitzgerald, Mary C.	Springfield
Flinton, Frances D.	Leominster
Foley, Anna M.	Springfield
Gifford, Helen	Brimfield
Griffin, Margaret E.	Fitchburg
Hackett, Lottie P.	Methuen
Hale, Lois M.	Greenfield
Howard, Dorothy C.	Leominster
Howe, Elaine G.	Bolton
Jennings, Mary D.	Clinton
Kerr, Anne M.	Springfield
Knightly, Helene F.	Springfield
Moran, Elizabeth F.	Leominster
Noon, Teresa E.	Clinton
Orlen, Evelyn R.	Holyoke
O'Rourke, Mary A.	Fitchburg
Parkhurst, Marion L.	Fitchburg
Percy, Helen P.	Lunenburg
Guinevere Bazydlo	Gardner
Grace L. Boyden	Boylston

Pike, Elizabeth F.	Fitchburg
Portle, Edith C.	Worcester
Remshack, Edith	Easthampton
Robinson, Mary	Springfield
Roche, Lucina C.	Milford
Salny, Gertrude L.	Fitchburg
Tater, Lillian	Fitchburg
Wignot, Hazel E.	Natick
Bishop, Frank S.	Haverhill
Clifford, Edward H.	Worcester
Hopkins, Matthew A.	Chicopee Falls
McKeraghan, Donald C.	Easthampton
Pease, Henry	New Bedford
Sullivan, Francis L.	Fitchburg

Freshman Class

Freshman Elementary Class Admitted September, 1929

(*Two-Year Course*)

Ackerley, Mildred M.	Cambridge
Babiaz, Felicia C.	Fall River
Boisvert, Lucia N.	Willimansett
Bowen, Olive E.	West Berlin
Broderick, Molly A.	East Walpole
Bullock, Mary E.	Arlington
Christie, Eleanor M.	South Dartmouth
Curry, Frances A.	Cambridge
Delaney, Ruth M.	Fall River
Doherty, Catherine G.	Leominster
Doherty, Elizabeth M.	Leominster
Dragone, Elia E.	Everett
Fitzgerald, Katherine M.	Hudson
Fitzpatrick, Dorothy M.	North Weymouth
Flaum, Shirley I.	Fitchburg
Healy, Mary G.	Chicopee
Houghton, Arline R.	Fitchburg
Howe, Mary L.	Maynard
Jodoin, Imelda L.	Chicopee Falls
Kennedy, Mona C.	Fall River
Lawless, Mary L.	Somerville
Lennon, Helen M.	Fitchburg
McHugh, Katherine	Newton
McManus, Dorothy E.	Taunton
Meade, Frances A.	New Bedford
Merrigan, Elizabeth R.	Easthampton
Mikaelian, Virginia	Chelsea
Misiaszek, Anna A.	Southbridge
Murphy, Carolyn L.	Springfield
Murphy, Madelaine M.	Leominster
Peltier, Edna C.	Chicopee Falls
Regan, Kathryn L.	North Weymouth
Serafine, Genevieve E.	Leominster
Sherman, Alta M.	Orange
Smith, Madeline E.	Maynard
Steele, Helen D.	Methuen
Stiles, Thelma E.	Littleton
Suher, Ida E.	Holyoke
Sullivan, Beryl K.	Arlington
Sullivan, Eunice M.	Chicopee Falls
Annie McManus	Littleton

Szmist, Sophie E.	Chicopee Falls
Tierney, Alice C.	Clinton
Tillan, Svea L.	Springfield
Trotsky, Ruthe	Webster
Wade, Lois A.	Springfield
Whitney, Verna M.	Orange
Wilson, Barbara J.	Fitchburg

Freshman Practical Arts Class Admitted September, 1929

(*Three Years and One Summer*)

Ardagh, John J.	Fall River
Atkinson, Keith W.	Fitchburg
Driscoll, Wallace T.	North Weymouth
Dudley, Walter H.	Webster
Egan, Michael J.	Belmont
Eilersten, Olaf M.	Worcester
Ela, Wilmar H.	Millbury
Gero, Marshall D.	Holyoke
Holmes, Oliver W.	Worcester
Howard, John A.	East Northfield
Johnson, Leonard T.	Leominster
Kosciusko, Adam T.	Auburn
Masi, Charles R.	Franklin
Morris, Donald J.	Gardner
Rainka, John E.	Warren
Reilly, Robert J.	Revere
Smith, James H.	Adams
Sokolosky, Alexander K.	Greenfield
Suomala, Henry W.	Fitchburg
Torno, William H.	Holyoke
Warner, Raymond G.	Worcester
Whittemore, Alfred L.	South Hadley Falls
Wilson, George W.	Adams
Witherell, Carl T.	Arlington

Specials

Silcox, Ray A.	Lowell

Summer School Students — 1929

Adams, Mabel L.	West Acton
Anthony, Marion F.	Fitchburg
Antila, Signe	Fitchburg
Argy, Blondena J.	Turners Falls
Austin, Harriet A.	Fitchburg
Bartley, Mary E.	Fitchburg
Bennett, Jane A.	East Pepperell
Blackmer, Victor A.	Danbury, Conn.
Boland, Grace B.	Fitchburg
Boynton, Beatrice	Pepperell
Bray, Catherine F.	Fitchburg
Brooks, Vivian	Fitchburg
Brown, Caroline C.	Ayer
Bruce, Leila M.	Augusta, Me.
Burney, Carlton A.	East Pepperell
Buxton, Edna M.	Shirley
Cairns, Catherine M.	New Bedford
Canton, Grace A.	South Gardner
Carrigan, Gertrude I.	Ayer
Cavanagh, Francis J.	Leominster
Chandler, Grace W.	Montclair, N. J.

Comaskey, Mary	Clinton
Connor, Amy L.	Fitchburg
Connors, James P.	Adams
Craig, E. A. Maude	Braintree
Crouch, Helena A.	Gardner
Crowell, Ellen	Fitchburg
Crowley, Charles T.	Greenfield
Curry, Ann B.	Cambridge
Cutting, Abbie E.	Turners Falls
Dacey, Julia A.	Fitchburg
Darch, Phyllis L.	Fitchburg
Denesha, Louella M.	Fitchburg
Desmond, D. Giles	Tariffville, Conn.
Doherty, Charles E.	Leominster
Dolan, M. Nellie	Leominster
Dyer, Lester J.	Clinton
Estabrook, Carrie I.	Westminster
Fairbanks, May B.	Clinton
Feen, Helen G.	Whitinsville
Flinton, Eleanor L.	Leominster
Flynn, Florence M.	Pepperell
Follansbee, Esther	Leominster
Gallagher, Minton J.	Clinton
Gearan, Marie M.	Gardner
Gentsch, Frederic H.	Clinton
Gibbons, Helen M.	Pepperell
Glidden, Marjorie N.	Natick
Glover, Theodore W.	Hyannis
Grimm, Lucilla C.	Harvard
Hale, Alice M.	Greenville, N. H.
Hancock, Carrie D.	Barre
Handlin, Gertrude	Fitchburg
Hargen, Jewell	Worcester
Harley, Willa J.	Lunenburg
Hawthorne, Helen M.	Fitchburg
Heery, Julia C.	Shelburne Falls
Hillman, Ida E.	Springfield
Howard, Alma C.	North Chester
Hughes, Mary E.	Fitchburg
Hughey, Grace E.	Whitinsville
Hunting, Alice A.	Barre
Jakes, Winnifred	Leominster
Keating, Alice	Fitchburg
Keating, Helen J.	Clinton
Kehew, Margaret A.	Leominster
Keiler, Emil	Easthampton
Kelley, Annie E.	South Lancaster
Keyes, Helen C.	Bondsville
Killelea, Alice	Leominster
Killelea, Florence	Leominster
Killelea, Maude	Leominster
Kimball, Margaret	Worcester
Kinney, Ethel U.	Townsend
Knight, Ruby F.	Belchertown
Lane, Alice M.	Leominster
Lanza, Joseph B.	Leominster
Leino, Martha H.	Westminster
Levy, Sarah	Fitchburg
Lyons, Mary C.	Worcester
Magovern, Idella	Lunenburg

Makepeace, Gertrude	Monson
Marshall, Marion L.	Hope Valley, R. I.
Markham, Elizabeth F.	Ayer
McCormick, Blanche M.	Gardner
McHale, Norah H.	Webster
McIntyre, Mary C.	Lunenburg
McKennelly, Abby	Hopkinton
McNiff, Nellie M.	Ayer
McShane, Mrs. Hannah G.	Uxbridge
Meeds, Melvil F.	Biddeford
Meekham, Estelouise	Leominster
Mertinath, Margaret	Manchester, N. H.
Miller, Barbara R.	Fitchburg
Mullen, Katherine E.	Coldbrook Springs
Mullen, Mary B.	Leominster
Mullen, Mary D.	Fitchburg
Murray, Rachel A.	Fitchburg
Neilson, Helga C.	Stow
Norton, Helen L.	Vineyard Haven
O'Horo, Mary V.	Fitchburg
Oliver, Beulah E.	Fitchburg
O'Neil, Anna L.	Leominster
O'Neil, Gertrude	Ayer
Orlando, Irene B.	Belchertown
Orlando, Madeline R.	Belchertown
Papineau, Elizabeth M.	Worcester
Parmenter, Bertha M.	Athol
Partington, Mary E.	Westport
Pond, Helen M.	Pepperell
Potter, Edith V.	Attleboro
Proctor, Dorothy	Fitchburg
Ray, Josephine	Leominster
Ricker, Florence	Cambridge
Ripley, Philena B.	Westfield
Robinson, Abbie M.	Ayer
Rollins, Marion	South Lancaster
Ross, Sarah	Ayer
Rynn, Julia F.	Ayer
Salmon, Agnes A.	Clinton
Salmon, Lillian P.	Boxborough
Savolainen, Mary	Royalston, N. H.
Scanlon, Elizabeth	Worcester
Scanlon, Marguerite M.	Leominster
Senuta, Alice C.	Fitchburg
Shaffer, Rose P.	Worcester
Shea, Margaret A.	Boxborough
Sherry, Anna E.	Harvard
Shoup, Blanche V.	South Lancaster
Sirrine, Helen E.	Housatonic
Slattery, Marion M.	Wheelwright
Slattery, Mildred L.	Wheelwright
Slein, Alice G.	Wheelwright
Smith, Gertrude R.	Sterling
Specht, Phyllis	Fitchburg
Streeter, Gordon H.	Winchendon
Suchovsky, Harriet C.	Clinton
Sullivan, Elizabeth F.	Ayer
Thompson, Robert F., Jr.	Arlington
Tobin, Margaret	Littleton
Ward, Mary C.	Winchendon
Whitney, Sadie R.	Ashburnham

Wilson, Mary E.	Oakdale
Winchenpaw, Ralph E.	Ashburnham
Wood, Sara	Chicopee
Wright, Anna H.	Montague
Young, Maryon B.	Athol
Young, Ruth C.	Leominster

Summary — 1929-1930

	Women	*Men*	*Total*
Senior Class			
Junior High School Course	22	8	30
Elementary Course	73	..	73
Practical Arts Course	..	24	24
	95	32	127
Junior Class			
Junior High School Course	31	13	44
Practical Arts Course	..	24	24
	31	37	68
Freshman Class			
Junior High School Course	34	6	40
Elementary Course	47	..	47
Practical Arts Course	..	24	24
Specials	..	1	1
	81	31	112

	Women	*Men*	*Total*
Total Number of Students 1929–1930	207	100	~~307~~ 311
Summer Students, 1930	133	15	148

Practice Schools 1929–1930

	Girls	*Boys*	*Total*
Junior High School	68	86	154
Kindergarten and Grades 1-6	245	245	490
	313	331	644

Total number of different graduates 3,129

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FITCHBURG STATE
COLLEGE ARCHIVES
COLLECTION

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